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This bibliography was organized for the pruposes of (1) enhancing the capability of interested scholars to pursue research in the foreign student field; (2) indicating to foreign student researchers the wealth of data and information available from areas of psychology, sociology, and anthropology; (3) emphasizing the need for more longitudinal and large scale research effects across institutions and national boundaries; (4) informing those who are interested in what has been accomplished in order to bring closer the congruence between research and practice, and (5) enabling those who pursue research to lead into new areas of investigation, and not to report what already has been done. The bibliography is divided into four major headings and 17 subheadings and has about 4000 entries. Major headings are (1) International Exchange, (2) Educational Curriculum, (3) World Cooperation in Education, and (4) Survey Reports, Conferences, and Evaluations. Descriptions of all the bibliographical divisions precede the bibliography. Some bibliographic entries are cross- referenced when the content applies to more than one bibliographical division. An author index follows the bibliography. (WD)

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# A BIBLIOGRAPHY OF RESEARCH ON FOREIGN STUDENT AFFAIRS

By

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The University of Illinois

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# PREFACE

In April, 1967, I was invited to present a paper to the Seminar on Research in Programs for Foreign Students, held at Michigan State University, August, 1967. The participants spent a one-week period on an intensive review of published research in international educational exchange since 1960. Areas reviewed included admissions, the foreign student's adjustment to a new environment, his academic achievement, his role as a cross-cultural representative, and his role as a returnee or permanent resident. My contribution was in the area of the academic performance of foreign students. In order to prepare this review, 262 publications were investigated. It was immediately apparent that several problems existed in conducting research on foreign students:

(1) Studies vary considerably in the type of data collected on foreign students; few common variables (or marker variables) are extant through much of the literature, such as age, sex, previous education, etc..

(2) Very little was found relative to the objectives for foreign student study. The relationship between both covert and overt objectives and the objectives of the foreign student with those of his native culture, country or government, as well as with those of the receiving institution, society, or government tended to be unexpressed and unmeasured.

(3) The research designs of foreign student studies left much to be desired. The definition of terms, application of appropriate statistical models, and the selection of appropriate or adequate population samples were at variance with accepted research techniques and sophistication.

(4) Most research tended to be local, parochial and non-longitudinal.

Little in the way of pooled, long-term, large sample research was found.

(5) Those research findings existent in the literature tended to end there, with very little indication that much was done about the findings, or that the findings would be checked by any cross-validation study.

(6) Most research tended to be superficial and non-generalizable, performed by individuals with, perhaps, a passing interest in this problem. It is evident that little governmental or private funding for this area of research is available. Research funding for this educational activity is wholly inadequate.

(7) Most studies accomplished did not refer to, or take into consideration psychological or cross-cultural problems, research performed on general second-culture variables, or reference to Americans abroad.

(8) The emphasis on English language proficiency as it relates to foreign student achievement is evident, with a concurrent lack of experimentation on intelligence, native language proficiency, and aptitude variables.

(9) Selection, admissions, and experimental instructional programs are totally lacking.

The review of the research indicated a paucity of experimental studies, but a very large number of qualitative essays, ad hoc demonstratives and variations of practices. They were frequently based on observation in only one setting, and with only one group of foreign students. It would appear that foreign student programs are developed, organized, and administered without systematic research effect, and selection and instructional programs exist based largely on unvalidated intuition and hunch.

Several bibliographies have been attempted; some have been published:

(1) The Institute of Advanced Projects at East-West Center, Hawaii, started to develop a comprehensive annotated bibliography in 1964.

(2) United States Department of State, Bureau of Intelligence and Research. *Cross-cultural education: A bibliography of government-sponsored and private research on foreign students and trainees in the U. S. and in other countries, 1946-1964*. Washington, D. C.: USDS, 1965.

(3) Dedijer, S. *Brain drain and brain gain*. A bibliography on migration of scientists, engineers, doctors, and students. Lund, Sweden: Research Policy Program, 1967.

(4) Crabbs, R. F., & Holmquist, F. W. *United States higher education and world affairs*. New York: Published in cooperation with the Indiana University Committee on International Affairs, by F. A. Praeger, 1967.

(5) National Association for Foreign Student Affairs, and Institute of International Education. *Research in international education--1960-1967*. New York: NAFSA, and IIE, 1960-1967.

Some of these bibliographies present annotated entries, which would certainly prove useful to any researcher in the field. None, however, are completely comprehensive, and none cover all of the same types of research useful to one investigating cross-cultural variables.

In response to some recommendations from the Seminar on Research in Programs for Foreign Students, the Institute of International Education, and the National Association for Foreign Student Affairs, this bibliography was undertaken. The work in collecting the entries, reviewing the literature, and preparing the manuscript was supported in full by the Measurement and Research Division, Office of Instructional Resources, University of Illinois. The publication was funded by the Institute of International Education. Our purposes were simple:

(1) to enhance the capability of interested scholars to pursue research in the foreign student field,

(2) to indicate to foreign student researchers the wealth of data and information available from areas of psychology, sociology, and anthropology,

(3) to emphasize the need for more longitudinal and large scale research effects across institutions and national boundaries,

(4) to inform those who are interested in what has been accomplished in order to bring closer the congruence between research and practice, and

(5) to enable those who pursue research to lead into new areas of investigation, and not to report what already has been done.

It should be obvious, however, that this is not a complete bibliography. There are many institutional, mimeographical reports unknown to us, some journal articles missed, and some publications untapped. We do feel this is as comprehensive as staff, funds, patience and time permit. We covered some areas other bibliographies would not--some areas were omitted, hopefully, by rational bias. We did not enter into English as a second language except as it related to academic success, for example. Included were articles on more generalized cross-cultural activity--from one nation to another, even if neither of the nations was the United States; and on some sources for the psychology of second culture adventure.

To our typist, Marjorie Eisenberg, goes a debt of gratitude hardly compensated for by salary, and to the University of Illinois, and Charles McIntyre, Director of the Office of Instructional Resources, our deepest appreciation for making this project possible.

RES & RA
August, 1968
Urbana, Illinois

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# BIBLIOGRAPHICAL METHODOLOGY AND LIMITATIONS

The following indicates an outline of procedures, resources, and methods used in developing the bibliography. An inspection of the definitions of bibliographical divisions, and the entries in the bibliography itself can also serve to describe the procedure.

I. Areas of Research Included and Excluded

   A. Areas of Research Included
      1. Grade and high school exchanges
      2. Government publications
      3. Doctoral dissertations (Ed. D., and Ph. D.)
      4. Masters' theses
      5. Specific categories as listed in "Descriptions of Bibliographical Divisions" (p. )

   B. Areas of Research Excluded
      1. Peace Corps
      2. English as a second language--proficiency testing

II. Where Information Was Obtained

   A. Library
      1. Education Index (1929 - 1968)
      2. International Index (1907 - 1968)
      3. Reader's Guide (1915 - 1968)
      4. Card Catalogue, University of Illinois Library
      5. Bibliographies of published articles

   B. Survey of Doctoral Dissertations (1928 - 1968); by DATRIX, University Microfilms, Xerox Corporation, Ann Arbor, Michigan

   C. United States Government Organizations, specifically contributing
      1. U. S. Department of Agriculture
      2. U. S. Department of Commerce
      3. U. S. Department of Defense
      4. U. S. Department of Health, Education, and Welfare
      5. U. S. Department of State
      6. U. S. Congress and Special Committees

D. Foundations and Universities, specifically contributing
    1. Carnegie Foundation
    2. Ford Foundation
    3. Institute of International Education
    4. National Association for Foreign Student Affairs
    5. Kansas State University
    6. Michigan State University
    7. University of Hawaii
    8. University of Illinois
    9. University of Michigan

III. Miscellaneous

A. A "Descriptions of Bibliographical Divisions" precedes the bibliography.

B. Some articles are cross-referenced when the content seemed to apply to more than one area.

C. An "Author Index" follows the bibliography.

# DESCRIPTIONS OF BIBLIOGRAPHICAL DIVISIONS

## I. International Exchange

A. Selection -- procedures followed in the selection of foreign exchangees; Admission -- practices instituted by universities in admitting foreign students; Orientation -- programs initiated to help the exchangee adapt to American life.

B. Scholarships -- Fulbright fellowships, university scholarships awarded for exchangee purposes; Grants -- financial assistance offered by national governments, foundations, and businesses.

C. Foreign Student Advisers -- problems encountered by the advisers of foreign students.

D. Attitudes -- pre-established opinions and attitudes, attitude changes, and ideas about America held by foreign students; Adjustment -- problems encountered in cross-cultural living (including dating habits).

E. Hospitality of Host Country -- housing facilities offered in the university environment; Community Relations -- understanding promoted by host families and community organizations.

F. Academic Achievement -- grade point average achieved by foreign students, abilities tested, and degrees sought and received; Employment -- careers pursued by exchangees upon graduation from the university.

G. Returnees -- problems faced by the exchangee upon returning to his own country; Follow-up Evaluations -- perspective offered on the exchange program.

H. "Brain" Drain -- foreign specialists who remained in an industrialized nation rather than return with their skills to their native (and often underdeveloped) country.

I. Professional Educators -- teachers who taught or continued their education abroad; Specialists -- doctors, engineers, nurses and other professionals who worked or continued their education in a country other than their own.

J. Americans Abroad -- American students, visitors, and personnel who traveled abroad.

K. Foreign Students and Visitors in the United States -- foreign exchangees and other visitors who traveled to the United States.

L. Personnel and Program Interchanges -- government, university, and privately sponsored exchange of personnel and programs.

M. Immigration Policies -- laws established by the United States government concerning immigration and foreign visitors.

N. Overseas Activities of United States Universities -- programs and extensions of United States universities established in foreign countries.

II. Educational Curriculum

A. English as a Second Language -- English studied as a foreign language by the exchangee to America.

B. Linguistics and Other Languages -- speech, other aspects of the English language, and other foreign languages (such as German, Spanish, and French) studied by the foreign student.

C. Courses of Study -- courses (other than English and other languages) offered to foreign exchange students.

III. World Cooperation in Education -- world stability, foreign policies, and the development of underdeveloped countries influenced by international efforts in education.

IV. Survey Reports -- research conducted about foreign students and international education; Conferences -- meetings concerned with international education; Evaluations -- programs and research analyzed by government agencies and universities.

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